

**Standards of Program Quality and Effectiveness,  
Factors to Consider and  
Preconditions for the Evaluation of  
Multiple and Single Subject Teacher Education Programs  
with Internship Credentials**

**Commission on Teacher Credentialing**

**State of California**

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1991

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### Commission on Teacher Credentialing State of California 1989

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## Foreword

### Introduction to Internship Programs

For fifteen years the Commission has governed internship programs in accordance with state laws. Internship programs are offered collaboratively by universities and school districts as training programs for prospective teachers, administrators, counselors, and other school practitioners. Interns enroll in education courses while they teach or serve under the supervision of experienced professionals from the university and school district. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission. Each intern also earns a salary from the employing school district.

Internship programs are *alternative* training programs primarily because interns provide instructional or other education services *while* they complete requisite courses in educational principles and methods. In the course of their training, interns provide professional services earlier than other credential candidates. For this reason the State requires interns to fulfill higher standards of admission to preparation programs than other candidates. Because each intern earns a salary while completing professional studies, internship programs may be especially attractive to individuals who have previously entered other professions and are interested in becoming educators.

Since 1974, the Commission has encouraged the development and implementation of internship programs for prospective teachers, administrators, counselors, and other educators. In each professional category, the Commission has required internship programs to satisfy the same requirements (called "guidelines") as noninternship programs in the same category. Additionally, the Commission adopted special guidelines for internship programs which applied to internships in all professional categories. Thus an internship program for prospective teachers has had to fulfill the Commission's standards for Multiple and Single Subject Teacher Education Programs, *plus* the Commission's guidelines for internship programs. Similarly, an internship program for prospective administrators has satisfied the standard requirements for Preliminary or Professional Administrative Credentials plus the additional guidelines for internships.

State laws and Commission policies have emphasized the importance of collaborative development and administration of internship programs. To sponsor internship programs, postsecondary institutions collaborate more extensively with school districts and professional organizations than is the case for noninternship programs. In fact, the Commission's special guidelines for internship programs have focused almost exclusively on the collaborative governance of these programs. The internship guidelines have given little attention to the other sources of quality that characterize excellent internships.

In 1986, the Commission adopted a new approach to the evaluation and approval of preparation programs in all credential categories. The Commission initiated this new approach by replacing its guidelines for Multiple and Single Subject Teacher Education Programs with Standards of Program Quality and Effectiveness for the same programs. Since 1986, the Commission has adopted comparable standards for preparation programs in several other credential categories. In 1988, the Commission decided to extend its new approach to include the development and implementation of program quality standards for internship programs in all credential categories.

## The Commission's Internship Advisory Panel

On July 18, 1988, the Commission authorized the Executive Secretary to establish an Internship Advisory Panel. The Commission asked the advisory panel to develop and recommend new policies to govern the evaluation and approval of internship programs in all credential categories. Members of the advisory panel were nominated and selected according to the Commission's policies and procedures. The sixteen panelists are identified on Page ii of this report. The advisory panel met five times and guided the drafting and completion of the policies and standards found in this document.

The advisory panel began by reviewing the current statutes, standards and guidelines that govern internship programs for teachers and other educators. The panel then examined three interrelated policy issues: (1) Should internship programs continue to meet the Commission's expectations for noninternship programs in each credential category? (2) Should the Commission continue to have additional expectations for internships? (3) Should the additional expectations for internships be standards of quality that are unique to the internship model of professional preparation? After discussing these and other related questions, the panel decided to recommend an affirmative response to each issue.

Based on these premises regarding the governance of internship programs, the advisory panel proceeded to a discussion of what the additional expectations for internships should be. In other words, what are the unique characteristics of the internship approach to professional preparation that should be governed by amendments to the Commission's conventional standards of program quality and effectiveness? The panel discussed these program characteristics and quality issues at length, and the result is the *Standards of Program Quality and Effectiveness, Factors to Consider, and Preconditions for the Evaluation of Multiple and Single Subject Teacher Education Programs with Internship credentials*.

The advisory panel also considered the fact that the Commission's Workplan calls for the development and adoption of Program Quality and Effectiveness Standards for Specialist and Services Credentials. Preparation programs in these credential categories are still evaluated and approved by the Commission on the basis of guidelines, rather than standards. In response to these circumstances, the panel decided to recommend that the Commission revise the existing internship guidelines and apply the revised guidelines to Specialist and Services Credential Programs, pending the adoption of standards in these categories. The panel's revisions to the internship guidelines are in the document entitled *Guidelines and Competencies for Specialist and Services Programs with Internship credentials*. However, the policies presented in this report are intended for teacher internships only. Institutions of higher education that wish to implement internship programs leading to specialist and services credentials should consult the Specialist and Services Internship Manual and the respective Commission manuals for those credential programs.

After the advisory panel completed an initial draft of its proposals, the Commission's staff disseminated the proposals (stamped "DRAFT") to the field for comment. Opportunities for comment were given to all postsecondary institutions that prepare teachers and other educators, all professional organizations with an interest in internship programs, and all school districts that cosponsor internship programs. Oral and written feedback from these constituents were presented to the panel for review and discussion. The panel subsequently adopted several changes on the basis of the comments and suggestions. For example, the College of Developmental Studies correctly indicated that some of the Commission's preconditions for Multiple and Single Subject Programs do not apply to internships. The preconditions were revised accordingly.

In the introductory pages of this document, the advisory panel has drafted informative statements about the purposes and benefits of internship programs, and the recent history of internships in California, including the enactment of past statutes by the Legislature and past policies by the Commission. The differences between internship program standards and the existing standards for conventional programs are analyzed at the end of the introductory section.

Following this analysis are the 31 Standards of Program Quality and Effectiveness that the Internship Advisory Panel drafted for Teacher Education Programs with Internship Credentials. Italics are used to identify provisions that the panel has added to the Commission's conventional standards, in order to make the standards applicable to internship programs. Each standard is accompanied by a rationale and a set of quality factors that are related to the standard, as is the case for other standards the Commission has previously adopted. The quality factors will be considered by evaluation teams when the teams determine whether specific programs meet the Commission's standards.



## **The Purposes of Internship Programs**

The primary purpose of internship programs is to offer an alternative form of professional preparation and certification for those individuals, school districts and postsecondary institutions that want or need to adopt such an alternative. An approved internship program must meet the Standards of Program Quality and Effectiveness for Internship Programs that have been adopted by the Commission on Teacher Credentialing. This document presents those standards as they were developed and recommended by the Commission's Advisory Panel on Internship Programs. Once an internship program has been established, it becomes an alternative route to certification for individuals (interns) who are admitted to the program.

The American Heritage Dictionary defines an intern as "an advanced student or recent graduate undergoing supervised practical training." The Commission defines an intern as a person who (1) is enrolled in a Commission-approved internship program, and (2) is serving with an Internship Credential that has been issued on the recommendation of the institution that offers the approved internship program. Following the completion of an internship program, the successful intern may qualify for a credential to teach or serve in a professional capacity in California public schools.

Internship programs may be approved by the Commission for interns who are preparing to earn the following credentials.

- Adapted Physical Education Credential
- Administrative Services Credential
- Agricultural Specialist Credential
- Bilingual Specialist Credential
- Early Childhood Specialist Credential
- Health Science Specialist Credential
- Health Services Credential
- Library Media Teacher Services Credential
- Mathematics Specialist Credential
- Multiple Subject Teaching Credential
- Multiple Subject Credential with Bilingual Emphasis
- Pupil Personnel Services Credential
- Reading Specialist Credential
- Single Subject Teaching Credential
- Single Subject Credential with Bilingual Emphasis
- Special Education Specialist Credential

Interns normally assume the duties of educators holding the credential listed above. An intern may be full-time or part-time, but each intern should experience all of the activities associated with the given credential. In all cases, interns are compensated for their service. The internship must be supervised by the participating institution of postsecondary education and the employing school district. An intern's salary may be reduced to cover the costs of supervision. However, in no case may an intern's salary be reduced by more than one-eighth of an intern's total salary.

An internship is a cooperative relationship between a university and a school district. The Internship Act of 1967 stipulates that the cooperating local education agency must be a "school district", so private schools are not eligible to participate in internship programs.

In education, internships have traditionally been viewed as an alternative method of professional preparation and certification. The California Commission has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. The major differences between internship programs and conventional programs are: (1) interns are compensated for their service; (2) they become responsible for the duties related to the credential at an accelerated pace; (3) the program is developed and implemented as a cooperative relationship between a district and a university; and (4) an internship is specifically designed to be a blend of theory and practice so interns can expeditiously acquire the skills that underlie effective professional practice.

Many interns serve in areas of critical need in which fully credentialed persons are not available. Internships are particularly good alternatives for school districts that must hire persons with emergency credentials to fill their employment vacancies. The Commission's advisory panel strongly urges these school districts to consider establishing internship programs in cooperation with institutions of higher education before they resort to hiring individuals on emergency credentials.

## **The Benefits of Internship Programs**

The Internship Advisory Panel believes that many benefits derive from internship programs. Ultimately, students in public schools realize the benefits of this alternative model of professional preparation and certification. Internships are particularly beneficial when they build on the strengths of the the participating candidates, districts, and universities, who are the most immediate beneficiaries.

**Candidates in Internship Programs.** The advisory panel believes that candidates in internship programs bring a level of maturity and a range of experiences that enable them to provide professional services at an accelerated pace because of their strong ability to grasp the complexities of education relatively quickly. For many prospective educators, an internship provides the only financially viable avenue into the education profession. This is particularly true for economically disadvantaged candidates and potential educators who must support families. An internship allows individuals to pursue professional preparation while earning salaries, which allows mid-career candidates and others who have financial responsibilities to enter careers in education. This alternative is critical if professional opportunities are to be opened to a broad pool of experienced applicants. Most importantly, students who are taught and served by interns and former interns benefit from the richness of their diverse backgrounds, which enrich the schools only because internships are available.

Internships also contribute to the quality of education because of their intrinsic qualities and effectiveness. Most former interns describe their internship experiences as rich, positive elements of their professional preparation. They report a strong sense of personal efficacy, and they feel strong collegial relationships with other interns, teachers, administrators, and school service personnel. A cohort of interns often becomes a support group that is characterized by reciprocal feedback and sharing. Eventually, the effectiveness of internship training programs benefit the students of the interns and former interns.

**Postsecondary Institutions in Internship Programs.** The strengths of a university are in the production of knowledge, the development of theoretically sound instruction, and the use of research on teaching to create powerful models of professional preparation. The capacity to interrelate theoretical principles and practical research gives universities a unique role in internships. These qualities of postsecondary institutions contribute in essential ways to the strength of internships. In internship programs, moreover, institutions are able to respond quickly to the practical needs of candidates because the candidates are serving students daily. Being responsive, universities often make midcourse corrections that make internship programs educative in the most positive sense.

Conversely, postsecondary institutions also benefit because internship programs enable them to develop rich, realistic professional preparation programs. Collaborative relationships with school districts often create "extra work" for universities, but these relationships also contribute to the currency of the institutional faculty. Compared with conventional programs, internship programs often have more stable enrollments. These programs also represent a community service when institutions contribute to the development of educators and the improvement of schools.

**School Districts in Internship Programs.** Participating school districts are in the best position to offer programatic, hands-on training and supervision that draws on the wisdom of practice. Districts are particularly well suited to establish ongoing support networks for interns and other novices.

School districts also benefit because internship programs enable them to meet specific recruitment needs. Rather than relying on emergency credentials, districts may fill their hiring needs in critical shortage areas with persons who are seeking responsible ways to become professional educators. Districts also benefit by having a substantial role in the preparation of interns, and in determining the interns' instructional needs. The collegial training systems that are used to educate interns also benefit the support persons and represent powerful professional development opportunities for experienced teachers.

Collaborative internship programs also represent a good use of limited resources. School districts that are facing teacher shortages may find university internships to be a cost-effective way to meet their recruitment needs without having to make the major investments in staff development that are required to establish District Intern Programs.

The combined strengths of interns, universities, and districts make internship programs a particularly appealing model of professional preparation. Moreover, some data indicate that the professional retention of interns is greater than it is for the graduates of conventional programs. Ninety percent of the interns who graduated from the Claremont Graduate School were still teaching five years after earning their teaching credentials. This compares to a statewide average of approximately fifty percent of all new teachers who remain in the classroom after five years.

The Internship Advisory Panel believes that there should be many ways for individuals to become professional educators. As an avenue into education, an alternative such as an internship is neither easy nor inferior to conventional programs. Rather, it is a way for responsible school districts, universities, and candidates to collaborate to prepare talented educators for California public schools.

## The Recent History of Internship Programs

Internship programs have a long and rich history in California. The first internships were created in the 1950s as a result of a series of grants by the Ford Foundation to several institutions, including the Claremont Graduate School and Stanford University. A summary of the early internships can be found in *The Place of Internship Programs in Teacher Education: Report of the Committee on the Teaching Internship of the California Council on the Education of Teachers*, prepared by Dorothy S. Blackmore, G. Wesley Sowards and Clark Robinson (1960).

**Teacher Education Internship Act of 1967.** In adopting the Teacher Education Internship Act of 1967, the Legislature outlined the purpose of internship programs:

The intent of the Legislature in enacting this article is to increase the effectiveness of teachers and other professional school service personnel in the public schools of California by placing theory and practice as closely together as possible in college and university programs for the preparation of teachers and professional school service personnel. The Teacher Education Internship Act of 1967 is enacted to encourage the development and maintenance of preparation programs that are realistic and practical in content and theory and are directly related to the individual functions and responsibilities practitioners in the public schools of California face. The desirability of joining theory and practice during the learning period has been demonstrated amply in teaching internship programs during the past several years both within and without the state.

The Teacher Education Internship Act of 1967 and its subsequent amendments included the following provisions that govern the approval of internship programs.

- (1) The internship must be developed and implemented cooperatively by the participating district(s) and approved college or university.
- (2) Candidates admitted to internship programs must hold baccalaureate degrees or higher degrees from regionally accredited institutions of higher education, and must have demonstrated subject matter competence.
- (3) Internship programs may be approved in any credential area and must meet the same requirements as the "regular" credential programs in the same areas.
- (4) The internship may be as long as two years, and the credential may be renewed for good cause.
- (5) Interns must receive the assistance, support, and evaluation of the participating college or university and the employing district.
- (6) The costs of supervising interns may be met by reducing proportionately the salaries paid to interns. The salary may be reduced by no more than one-eighth of the total salary.

In 1969, the Rural Internship Program was implemented. Six institutions of higher education collaborated with seven county offices of education and 42 school districts to prepare 101 interns to teach in rural schools. Concurrently, the Teacher Corps was becoming a prominent initiative of the United States government in education, which also highlighted the internship model as an alternative approach to teacher preparation in California as well as many other states.

**The Ryan Act and the New Commission.** The Teacher Preparation and Licensing Act of 1970 (Ryan Act) created the Commission on Teacher Credentialing (then called the Commission for Teacher Preparation and Licensing), and authorized the Commission to approve and periodically evaluate internship programs. The initial Commissioners took particular interest in implementing the internship provisions of the 1967 and 1970 statutes. After extensive consultations with the Commission's constituents, staff consultant Richard Mastain drafted an Internship Program Manual to guide the development, approval, and evaluation of internship programs. The Commission adopted the proposed Manual in February, 1975.

According to the Commission's Internship Program Manual, internship programs could be established to prepare candidates for basic teaching, specialist or services credentials. The manual identified three goals for internship programs.

- (1) To provide an alternative to conventional preparation and thus another model for entering the profession of education.
- (2) To join theory and practice, and in doing so, to provide greater opportunities to assess each candidate's knowledge and performance in a field setting.
- (3) To promote collaborative decision-making and improved communications among all components of the education profession.

In the new Internship Manual, the Commission made it clear that there would be only one set of expectations for internship programs regardless of whether they were initiated by districts or universities. The Commission's Internship Program Manual also included the following requirements.

- (1) Universities and school districts were required to allocate sufficient resources to each internship program.
- (2) An internship council had to represent equally, the university, the participating district(s), and the bargaining unit for each participating district. The three members of the council had to function as partners in decisions regarding the development, implementation, and evaluation of the program. The Commission also required participating interns and noneducators to serve as advisors to the internship council.
- (3) The Commission required that interns be evaluated, and graduates of the program be surveyed in the same fashion as candidates and graduates of other credential programs.

**Decline in Internship Programs.** From 1975 until 1982, because of declining enrollments in California public schools, many school districts experienced "reductions in force", a euphemism for teacher layoffs. Although some districts continued to experience teacher shortages, and continued to rely on emergency credentials, enrollments in all varieties of teacher education programs declined. With relatively few applicants for admission to credential programs, internships were seen by some institutions as dispensable offerings that "drained" applicants away from mainstream, conventional programs. In these circumstances, internships were among the first programs to be eliminated by many colleges and universities.

**The Teacher Trainee Program(aka District Intern Certificate Program).** The decline in school enrollments "bottomed out" in 1982, and the news media soon began to publicize an anticipated teacher shortage, partially because of the diminished numbers of candidates in the preparation pipeline. In 1983, the Legislature and Governor enacted a major education reform law (Senate Bill 813), which established an alternative route into teaching called the Teacher Trainee Certificate Program. The 1983 statute created an opportunity for school districts to initiate internship programs. Although the teacher trainees had to possess baccalaureate degrees, they were not required to enroll in university coursework during the internship. Instead, the 1983 statute allowed each employing school district to develop its own professional development plan for its teacher trainees.

The 1983 law also required passage of the state basic skills test for teachers (the CBEST examination), prior completion of a major or minor in the subject to be taught, and passage of the Commission-approved subject matter examination. The Teacher Trainee Program had to be a minimum of two years and the evaluation of their performances by the employing districts was the primary standard for trainees to qualify for clear teaching credentials (see Education Code Sections 44325-44328).

In 1987, the Legislature and the Governor gave the Teacher Trainee Program a new name: District Intern Program. Moreover, the program was expanded to include elementary and bilingual classrooms, and the Commission was required to adopt standards of program quality and effectiveness for District Intern Programs in each type of classroom. The 1987 statute also required the Commission to evaluate all District Intern Programs periodically on the basis of its standards. To implement the most recent Internship statute, the Commission, in 1988, adopted and disseminated Standards of Program Quality and Effectiveness for District Intern Programs, and began to review those internships in 1990.

**Senate Bill 148.** The Teacher Credentialing Reform Act of 1988 (Senate Bill 148) reiterated the importance of quality preparation through internship programs. This newest statute states, in part:

It is the intent of the Legislature that the Commission encourages colleges and universities to design and implement, by August 1, 1990, concentrated internship programs for persons who have attained a bachelor's degree in the field in which they intend to teach. Those programs would be targeted at subject area shortages, would substitute for conventional training programs, and would include a full summer session of college level coursework, a one-year internship or the equivalent, a seminar throughout the internship, and a summer session following the internship. Educator preparation through internship programs shall be subject to Article 10 (commencing with Section 44370).

Senate Bill 148 also indicated that school districts must consider alternative certification routes such as internship programs before the districts can justify the need to employ persons with emergency teaching permits (see Education Code 44300(a)(3)(A)).

In both public policies and professional practices, internship programs and other alternative methods of preparation and certification continue to grow in importance as mechanisms for bringing qualified practitioners into California public schools and classrooms. These mechanisms have a potential to recruit "nontraditional" persons into teaching, which makes them particularly important for California education. For these reasons, the Standards of Program Quality and Effectiveness in this document have been developed and adopted with special care by the Commission and its Internship Advisory Panel.



## **An Analysis of Internship Standards**

The Standards of Program Quality for Teacher Internship Programs, which begin on the following page, would (1) implement and make explicit the internship provisions of Senate Bill 148, and (2) reaffirm most of the Commission policies of the recent past. Below is an analysis of the differences between the proposed internship standards and the current standards for Multiple and Single Subject District Intern Programs.

**Standards 1 and 6.** These standards have been amended so the institution of higher education, participating districts, and certificated employee representatives would be included in the ongoing decision-making process for internship programs.

**Explanation.** Participation of the certificated employee representative in internships has been Commission policy since 1975. The proposed Standards and Preconditions would alter this policy. One reason for internships is to meet instructional and service needs of school districts (EC 44458), so the Internship Advisory Panel believes that establishment of an internship should not be prevented because an employee organization refuses to participate. However, the panel believes there are educationally sound reasons why the bargaining unit should be included in the design and oversight (Standard 1) of internships, as well as the ongoing evaluation (Standard 6) and the approval of these programs.

**Standard 8.** An amendment to this standard for internship programs would change the kinds of experiences that are required for admission into an internship.

**Explanation.** The panel believes that admission policies for internship programs should be rigorous enough to take into account the additional and accelerated responsibilities that are customarily assigned to interns.

**Standard 12.** The panel proposes to add a preservice requirement to all internship programs.

**Explanation.** The intent statement in Senate Bill 148 recommends that there be preservice coursework, an ongoing seminar and additional summer coursework following the internship year. The amendment to Standard 12 would require a preservice program and concurrent coursework. The panel did not propose to require coursework in the summer after the internship. However, institutions may want to include this type of experience in their programs, and are encouraged to do so.

**Current Multiple Subject and Single Subject Standard 16.** Collaboration with local educators would be eliminated as a separate standard for internship programs.

**Explanation.** Since an internship is by definition a joint effort between a college or university and a district, this standard as it was originally written for regular teacher preparation programs is not relevant for internship programs. The selection of schools in an internship is an employment issue, and is, therefore, not within the scope of the program approval process. If a program includes pre-internship field experiences, then the quality of these experiences should be considered in relation to the internship Standard 16, which is on the following page.

**Internship Standard 16.** In relation to the existing requirements, this standard would expand the range of field experiences that could be considered for internships.

**Explanation.** Because many interns enter programs with a range of previous experiences with children and youth, the program coordinators should judge the intern's readiness for intern responsibilities on the basis of those prior experiences.

**Standard 17.** The proposed amendment to this standard would change the subject matter proficiency requirement to better fit an internship model of preparation.

**Explanation.** The responsibilities and subject matter requirements for interns are different from those of student teachers.

**Standards 18, 19, and 20.** These amendments would change the requirements for support and evaluation personnel to fit the internship approach to preparation.

**Explanation.** Since interns do not normally have supervising teachers in the same way that student teachers do, this standard should be changed to require alternative district support and evaluation systems for interns.

**Precondition 17.** This precondition would make explicit the statutory requirement of a baccalaureate degree for admission to an internship program.

**Precondition 18.** This precondition would state the statutory requirements regarding the supervision of interns.

**Precondition 19.** This precondition states that interns must complete the duties authorized by the relevant credentials, and that interns' services must meet the instructional or service needs of the participating districts.

**Precondition 20.** This precondition states that Internship Credentials are valid only in the districts specifically listed on the credential and for only the subjects listed.

**Explanation for Preconditions 17 through 20.** In previous Commission guidelines these four requirements from the Internship Act of 1967 were presumed, but not stated. They should be made explicit so institutions have complete information, and to avoid misunderstandings, since the three issues do not involve quality or effectiveness determinations, they should be stated as preconditions instead of standards.

**Precondition 21.** An internship should not be used to avoid hiring first-year teachers, or to replace experienced teachers with less-experienced interns.

**Precondition 22.** The reasons why an internship is established should be clear, and the internship should be based on educationally sound reasons. Employee representatives should have opportunities to comment on the rationale, and the comments should be considered when the Commission initially approves a program and when the program is evaluated.

**Explanation for Preconditions 21 and 22.** An internship should be developed and implemented for sound educational reasons, and currently employed teachers should not be adversely affected by an internship program.

## **Plan for Implementation of Internship Standards**

New internship programs that are submitted for approval after January 1, 1990, must be based on the Commission's new internship requirements. Teacher internship programs that lead to Multiple and Single Subject Credentials must be based on the preconditions, standards, and factors to consider in this document. New internship programs that lead to Specialist and Services Credentials should be based on the revised guidelines that appear in the Program Approval Manual for those programs and the Specialist and Services Internship Manual. Existing internship programs that have previously been approved by the Commission should be modified to reflect the new preconditions, standards or guidelines before the next program evaluation visit.

**Standards of Program Quality and Effectiveness  
Factors to Consider and Preconditions in the Evaluation of  
Multiple and Single Subject Teacher Education Programs  
with Internship Credentials**

**Commission on Teacher Credentialing  
November 3, 1989**

**Definitions of Key Terms**

**Standard**

A "standard" is a statement of program quality that must be fulfilled by a professional preparation program for initial approval or continued approval of the program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

**Factors to Consider**

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

**Internship Program**

In an "internship program," an accredited college or university enters into a cooperative relationship with one or more school districts to prepare candidates for a specified credential. To qualify for admission to internship programs, candidates must possess baccalaureate or higher degrees from regionally accredited institutions. Interns may assume all of the responsibilities of fully certificated professionals, and must be compensated for their service. The Internship Credential is valid for two years in the participating district that is designated on the credential.

**Intern Responsibilities**

In the Standards and Factors to Consider, the term "intern responsibilities" refers to the period of time when an intern candidate assumes responsibility for teaching and/or other responsibilities that are assumed by persons who hold the relevant credential.

## **Category I**

### **Institutional Resources and Coordination**

#### **Standard 1**

##### **Program Design, Rationale and Coordination**

**Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale. *The design, and oversight of an internship program include the institution of higher education, and the participating district(s), with advice from the certified exclusive representative from each participating district.***

##### **Rationale**

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. *Because interns perform the duties of fully credentialed teachers, it is important that the representative of these certificated employees have input into the design and coordination of the internship program. Each of the three constituencies should operate cooperatively in all decisions regarding the development, implementation and evaluation of each internship program.*

##### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff; between the education unit and other academic departments on campus; and *among* the institution, local districts schools, and *bargaining agents (certified exclusive representatives) where interns engage in internship responsibilities.*
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

## **Standard 2**

### **Institutional Attention to the Program**

**The institution and *each participating district* gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.**

### **Rationale**

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- Administrators of the involved institutions support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institutions have effective procedures to quickly resolve grievances and appeals by faculty, students and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

### **Standard 3**

#### **Resources Allocated to the Program**

**The institution *and participating school district(s)* annually allocate sufficient resources to enable each program to fulfill the Standards in Categories I through V.**

#### **Rationale**

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 4**

### **Qualifications of Faculty**

**Qualified persons teach all courses and supervise all field experiences in each *internship* program of professional preparation.**

### **Rationale**

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.



## **Standard 5**

### **Faculty Evaluation and Development**

**The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.**

#### **Rationale**

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 6

### Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves *the institution of higher education, the participating district(s), and the certified exclusive representative for each participating district*, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

#### Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

#### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- *The ongoing evaluation and development is based on substantive input from the institutions of higher education, school district(s), and bargaining unit(s) in a process of shared decision making.*
- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, field supervisors, the principals of training schools, cooperating teachers, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling, and the identified needs of schools and districts in the local service region.
- The opportunities for community involvement in program evaluation and development are meaningful and substantive.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Category II**

### **Admission and Student Services**

#### **Standard 7**

##### **Admission of Candidates: Academic Qualifications**

**As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution.**

#### **Rationale**

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The institution uses multiple measures to define academic achievement.
- The institution has defined carefully an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has consistently attained the median or higher (in the comparison population) on each selected indicator of academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 8**

### **Admission of Candidates: *Prior Experience and Personal Qualifications***

**Before admitting candidates into the *internship* program, the institution determines that each individual has personal qualities and *prior* experiences that suggest a strong potential for professional success and effectiveness as a teacher.**

### **Rationale**

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of teaching. Each prospective teacher must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective teaching.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The institution uses multiple procedures for determining each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with *interns* and written evaluations of *interns'* prior experiences with children and youth.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to boys and girls from diverse ethnic, cultural and socio-economic backgrounds.
- *In evaluating applicant's qualifications, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of intern teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 9**

### **Availability of Program Information**

**The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.**

### **Rationale**

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for teacher certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 10**

### **Candidate Advisement and Placement**

**Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.**

### **Rationale**

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 11**

### **Candidate Assistance and Retention**

**The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are suited to enter the teaching profession and who are likely to attain the Standards of Candidate Competence and Performance in Category V.**

#### **Rationale**

An institution that prepares teachers has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers, or who are unlikely to become competent.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to be teachers or unlikely to become competent, and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Category III

### Curriculum

#### Standard 12

##### Preparation for Teaching Responsibilities

Prior to assuming *intern* teaching responsibilities, each *intern* in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category V. The Program offers adequate opportunities to learn *initial* knowledge and skills that are pertinent to Standards 21 through 29 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

##### Rationale

Before candidates assume *intern* teaching responsibilities, they must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can serve their students responsibly.

*In an internship, candidates usually begin teaching responsibilities at an accelerated rate. Therefore, the program should provide an initial training program that provides the basic skills and knowledge necessary to commence their classroom responsibilities. The preservice training program should provide a knowledge base sufficient for candidates to assume intern teaching responsibilities. The training program addresses all of the Standards of Competence and Performance in Category V at least at an awareness level.*

##### Factors to Consider

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The knowledge and skills that candidates are expected to attain the required sequence of professional education courses and field experiences prior to *internship* responsibilities address all of the Standards of Competence and Performance in Category V *at an awareness level*.
- *Professional coursework and the intern support system continue to address Category V skills and knowledge areas throughout the internship.*
- Each candidate is informed, at each phase of the program, of the level of expected mastery of (a) generic pedagogical knowledge and skills, (b) subject-specific knowledge and skills, and (c) skills for the teaching of oral, written, and nonverbal communication.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, skills and values.



- The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, ethnically and socio-economically diverse.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 13**

### **Development of Professional Perspectives**

Prior to or during the program, each candidate studies essential themes, concepts and skills related to the subject(s) to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.

### **Rationale**

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research.

### **Factors to Consider**

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Each candidate demonstrates understanding of the scope and sequence of the curriculum in each subject area that he or she teaches.
- Each candidate's preparation includes intensive study of pedagogical approaches and materials for teaching the subject(s) to be authorized by his or her credential, such as state curriculum documents and the curricular recommendations of professional associations in education.
- Each candidate explores the works of major educational theorists, reviews research on effective teaching practices, and examines the use of those practices among students of differing gender, ethnicity, and handicapping conditions.
- Professional education coursework provides historical, legal social, political and economic perspectives on the role of education and schools in society.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 14**

### **Orientation to Human Development and Equity**

**Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.**

#### **Rationale**

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development. Candidates also need to be familiar with instructional practices that promote equity among students of different ethnicity, gender, socio-economic status, and handicapping conditions.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each candidate explores perspectives on child and adolescent development, and demonstrates knowledge of the cognitive, physical, social and emotional characteristics of children and adolescent at different stages of development.
- Each candidate examines theories of human learning and cognition, and studies ways to identify students' preferred learning modes or styles.
- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students of different ethnicity, gender, socio-economic status, and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 15**

### **Preparation for Multicultural Education**

**Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.**

#### **Rationale**

California's population is multicultural and multilingual. Each public school teacher must be prepared effectively to educate students who are culturally and linguistically diverse.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- The prerequisites for program admission and/or the required sequence of professional education courses includes consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program of a classroom.
- Each candidate participates in a variety of cultural experiences prior to or during enrollment in the program.
- Each candidate examines principles of second language acquisition, and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.
- Each candidate has an opportunity in the program to examine and evaluate his/her own attitudes towards people of different cultural and socio-economic groups.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Category IV

### Field Experiences

#### Standard 16

##### **Experiences Prior to *Internship Teaching***

**Before assuming *intern* teaching responsibilities, each candidate in the program has one or more *verified* experiences that (a) relate to the candidate's professional goals, and (b) prepare the candidate for intern teaching responsibilities.**

##### **Rationale**

Individualized field experiences enable candidates to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised teaching. *In an internship the participating institutions should assess an intern's readiness to assume the responsibilities of a fully certificated teacher carefully. This assessment should be based on the candidate's previous experiences, pre-internship field experiences, if any, and performance in the preservice training program (Standard 12).*

##### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each candidate's field experiences include activities that (a) illuminate and add meaning to the educational theories and pedagogical principles that are taught in the program coursework, and which (b) candidates analyze and evaluate on the basis of these principles and theories.
- Each candidate is assessed for his or her readiness to assume *intern* teaching responsibilities, and receives corrective instruction, when necessary, prior to assuming these responsibilities.
- *Pre-internship field experiences, if any, are based on collaborative decisions between the institution, local school administrators, and teachers in the selection of excellent training schools and supervising teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 17

### Advancement to *Intern* Teaching Responsibilities

In each program, advancement to *intern* teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission, or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination.

### Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to intern teaching responsibilities.
- Each intern's readiness for advancement to *intern* teaching responsibilities is verified by the institutional supervisor and *district representative*.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 18

### Qualifications and Recognition of *District Support Personnel*

*Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district.*

### Rationale

The support system is a significant source of professional training for *interns*, so they must be well qualified, oriented, trained and recognized. *Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.*

### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Teachers who *support internship activities and other* field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and has remained current with changes in the profession and the student population.
- Each supporting teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adults successfully.
- The institution *and/or district* recognizes and rewards supporting teachers for their services, through incentives such as tuition credits, conference attendance allowances, instructional materials, *and/or release time*.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 19

### Guidance, Assistance and Feedback

Throughout the course of *an internship* each candidate's performance is guided *and* assisted in relation to each Standard in Category V by at least one *district support person* and at least one institutional supervisor, who provide complete, accurate, and timely feedback to the candidate.

### Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, and assisted in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Guidance, assistance, and feedback encompass all of the Standards in Category V, and occur when each candidate's needs arise throughout *the internship*.
- The support of each candidate is *coordinated* effectively between the candidate's *district support person(s)* and institutional supervisor(s).
- The information given to each *intern* about his or her performance accurately and fully describes the candidate's strengths and weaknesses, and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.



## **Standard 20**

### **Experience with Diverse Responsibilities**

**Each intern assumes the full range of responsibilities of a full-time teacher.**

### **Rationale**

Education Code Sections 44454 and 44458 authorize service in an internship to include the full range of responsibilities as the regular credential and requires for that service to meet the instructional or service needs of the district.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each intern effectively fulfills the typical responsibilities of teachers, such as preparing for class, meeting school deadlines, and keeping accurate records of student work.
- *The program presents a rationale for the placement of interns to insure that they experience a full range of responsibilities.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Category V

### Intern Competence and Performance

#### Implementation Plan for the Standards in Category V

The Standards in Category V (on the following pages) define the levels of pedagogical competence and performance that the Commission expects candidates to attain as a condition for earning credentials as teachers. The Commission expects institutions to verify each candidate's attainment of the Standards in Category V prior to recommending the candidate for a teaching credential. The care with which institutions fulfill this expectation is the subject of Standard 31.

The Commission expects program evaluation teams to determine whether programs satisfy Standard 31 on the basis of all available information. *Institutions of higher education should document how, in meeting Standard 31, they verify the competence of each candidate for Standards 21 through 30.*

The Commission does not expect program evaluation teams to determine independently whether every candidate that has been recommended for certification has achieved the Category V Standards. The teams are expected to collect information about the attainment of each Competence and Performance Standard by a sample of recent graduates, *support persons, and supervisors*. To compile this information, teams will interview *support persons*, institutional supervisors, recent graduates of programs, and the employers and supervisors of recent graduates. To reach a consensus on whether a program satisfies a Category V Standard, the team must consider all of the available evidence regarding the extent to which the sample of recent graduates did, in fact, realize that Competence and Performance Standard prior to being recommended for credentials. The team will also consider the available information related to Standard 31, but should determine the program's quality in relation to Standards 21 through 30 independently of its judgment regarding Standard 31.

All aspects of this implementation plan for the Standards in Category V were adopted by the Commission on November 7, 1986, when the Commission also adopted the five Categories of Standards.

## **Category V**

### ***Intern Competence and Performance***

#### **Standard 21**

##### **Student Rapport and Classroom Environment**

**Each *intern* establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.**

#### **Rationale**

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with students, and a classroom environment that fosters learning and respect.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g. eye contact, physical proximity, and physical contact).
- Each *intern* establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- Each *intern* communicates and interacts respectfully with all students in a class, and reinforces respectful interactions among the students in the class.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 22

### Curricular and Instructional Planning Skills

Each *intern* prepares a *portfolio of* unit plans and lesson plans that *demonstrate the ability to* include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.

#### Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

#### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Each *intern* writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials and assessment plans are coordinated and consistent with each other.
- Each *intern* plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 23**

### **Diverse and Appropriate Teaching**

**Each *intern* prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.**

#### **Rationale**

A teacher's strategies, techniques and materials should facilitate students' efforts to learn the subjects of instruction.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* plans and uses instructional strategies, activities and materials that build on student's prior learnings.
- Each *intern* selects and uses instructional strategies, activities, and materials that appeal to and challenge the diverse interests of the students in a class.
- Each *intern* prepares and uses strategies, activities, and materials that exploit several appropriate styles of learning, such as oral, written, pictorial, figural, and tactile styles.
- Each *intern* utilizes strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 24**

### **Student Motivation, Involvement and Conduct**

**Each *intern* motivates and sustains student interest, involvement, and appropriate conduct equitably during a variety of class activities.**

#### **Rationale**

Student motivation, involvement, and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

#### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- Each *intern* encourages all students to excel and promotes involvement by students from different gender and ethnic groups, and with different handicapping conditions, in all classroom activities.
- Each *intern* manages and responds to student conduct effectively in a variety of classroom activities, including individual, small-group and whole-class activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 25**

### **Presentation Skills**

**Each *intern* communicates effectively by presenting ideas and instructions clearly and meaningfully to students.**

### **Rationale**

If an *intern's* future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* uses oral and written language that students understand.
- Each *intern* demonstrates an understanding of language development (oral, reading and written), and adjusts the complexity of his or her language to the linguistic abilities of the students in a class.
- Supervising teachers and institutional supervisors have judged each *intern's* oral, written and non-verbal communications to be clear, concise and coherent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 26**

### **Student Diagnosis, Achievement and Evaluation**

**Each *intern* identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievements of the students *that he or she is assigned to teach*.**

### **Rationale**

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 22 through 26, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* sets achievement criteria and communicates them clearly to his or her students and their parents.
- Each *intern* uses appropriate ways to ascertain students' prior attainments related to the subject(s) that he or she is to teach.
- Each *intern* demonstrates that the students in a class have learned one or more significant skills, ideas, values, or topics as a result of his or her teaching.
- Each *intern* uses formal and informal methods to assess students' achievements, and is aware of the appropriate uses and limitations of assessment instruments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.



## **Standard 27**

### **Cognitive Outcomes of Teaching**

**Each *intern* improves the ability of students in *his/her assignment* to evaluate information, think analytically, and reach sound conclusions.**

### **Rationale**

Thinking abilities are essential for effective citizenship occupational success, personal fulfillment and success, in school. They cut across the school curriculum; teachers of all subjects and grade levels must be able to foster students' thinking skills.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* effectively teaches the students in a class to evaluate and analyze a portion of the content that the students learn in the class.
- Each *intern* generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 28**

### **Affective Outcomes of Teaching**

**Each *intern* fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.**

### **Rationale**

Community welfare depends partly on individual attitudes, for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- Each *intern* provides for and encourages independent learning experiences.
- Each *intern* encourages positive interaction among students and provides an environment and activity that promotes self-esteem among students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 29

### Capacity to Teach Diverse Students

Each *intern* demonstrates compatibility with, and ability to teach, students who are different from the *intern*. The differences between students and the *intern* should include ethnic, cultural, gender, linguistic, and socio-economic differences.

### Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically, and socio-economically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Each *intern* fulfills Standards 21 through 28 while teaching students who are different from the *intern* in ethnicity, culture, gender, language background, and/or socio-economic background.
- Each *intern* exhibits understanding, appreciation, and sensitivity toward the cultural heritage, community values and individual aspirations of the diverse students in a class.
- Each *intern* encourages respect for human diversity through planned lessons and through personal interaction with students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 30**

### **Professional Obligations**

**Each *intern* adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.**

### **Rationale**

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- Each *intern* exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each *intern* communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences, and other aspects of school life.
- Each *intern* grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Standard 31

### Determination of Candidate Competence

Prior to recommending each candidate for a *Multiple or Single Subject Teaching* Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one *site or district supervisor* and one institutional supervisor, that the candidate has satisfied each Standard in Category V. The institution determines that each candidate has attained Standards 21 through 29 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

### Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- There is a systematic summative assessment by at least one *site or district supervisor* and one institutional supervisor of each *intern's* performance that encompasses the Standards in Category V, and that is based on documented procedures or instruments that are clear, fair and effective.
- The institution documents each candidate's attainment of Standards 22 through 30 as they relate to the teaching of subjects to be authorized by the credential and communication skills including reading.
- One or more persons who are responsible for the program decide to recommend *interns* for *Multiple or Single Subject Teaching* Credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials**

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility; the actual approval or accreditation of programs, schools or institutions is based on standards adopted by the association or licensing agency.

*For internship programs* there are *three* categories of preconditions: those established by State laws such as limitations on the length of professional preparation programs; those established by Commission policy such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC); *and preconditions that specifically relate to internships*. The preconditions were approved by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to Precondition 10 should include a list of faculty members who will be required to participate in the public schools and a three year schedule explaining when each will be expected to perform this responsibility.

*Readers should note the differences in the Preconditions between conventional teacher preparation programs and internship programs. Several of the statutory limitations or conventional programs do not apply to internships. These are lined-out in the following pages. On the other hand, Preconditions 17 through 22 apply solely to internship programs.*

**Preconditions Established by State Laws  
(Applicable to Teaching Internship Programs)**

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws.

- (1) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the combination of courses that all candidates are required to complete (including required courses that involve student teaching or other field experiences) shall be equivalent to one year or less of full-time undergraduate study at the institution. This restriction does not apply to courses that individual candidates may be required by the institution to complete in order to achieve the competence and performance standards of the Commission, provided that such requirements are based on an individual assessment of the candidate's competence and performance in relation to the adopted standards. Statutory basis: Education Code Section 44203(e).
- ~~(2) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required courses that involve student teaching or other field experiences shall comprise at least one-half of the required coursework. Required contact hours in student teaching and other field experiences shall be equal to required contact hours in academic courses or modules in the program. Statutory basis: Education Code Section 44203(e). (Not applicable. Rationale: in an internship the field experience contact hours are usually far greater than coursework.)~~
- (3) Each program of professional preparation for Multiple or Single Subject Teaching Credentials shall include the equivalent of nine or more semester units of professional education courses. "Professional education courses" are courses (a) candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; or (b) candidates predominantly study concepts, information or principles that are presented as bases for effective school practices and that are presented especially for candidates to learn as prospective teachers. Statutory basis: Education Code Section 44203(d).
- ~~(4) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required field experiences shall be equivalent (in contact hours and academic credit) to one semester of full-time study. Statutory basis: Education Code Section 44203(d). (Not applicable. Rationale: in an internship the field experience contact hours are usually far greater than coursework.)~~
- (5) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the college or university requires candidates to demonstrate knowledge of alternative methods of reading instruction. The college or university may exempt from this requirement any candidate for a Single Subject Credential in art, music, physical education, home economics or industrial arts, or any candidate who has passed an examination in methods of reading instruction that has been approved by the Commission. Statutory basis: Education Code Section 44259(e).

- ~~(6) — No college or university shall require candidates to complete more than the equivalent of nine semester units of professional education courses prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the professional education courses include study of alternative methods of reading instruction. This restriction applies to the combination of professional education courses that are prerequisite to supervised teaching, including professional education courses that are prerequisite to admission to a Multiple or Single Subject Teaching Credential program. "Professional education courses" are defined in precondition (3). Statutory basis: Education Code Section 44320(a). (Not applicable. Rationale: applies to student teaching.)~~
- ~~(7) — No campus of the California State University or the University of California shall deny an application for admission to a program of professional preparation leading to Multiple or Single Subject Teaching Credentials solely because the applicant does not possess a baccalaureate degree. This prohibition does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent. Statutory basis: Education Code Section 44320(a). (Not applicable. Rationale: applies to prebaccalaureate programs.)~~
- (8) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials with an Internship shall require each candidate who is admitted into an Internship Program California—resident who applies for program admission to take pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: Education Code Section 44252(f**b**). (Rather than EC 44252(f) which applies to regular programs, Internship Programs are governed by EC 44252(b).
- (9) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials shall not allow a candidate to assume daily intern teaching responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).
- (10) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for Multiple or Single Subject Teaching Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).



### **Preconditions Established by the Commission**

Pursuant to Education Code Section 44227 (a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (11) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (12) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (13) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (14) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (15) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (16) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

### ***Preconditions for Internship Programs***

*For initial and continued approval by the Commission, participating districts and universities must adhere to the following requirements of state law..*

- (17) Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education (Education Code Section 44453).*
- (18) In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than one-eighth of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person (EC 44462). If the intern salary is reduced, no more than eight interns may be advised by one district support person. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*
- (19) To receive approval, the participating institution authorizes the candidates in an internship program assume the functions that are authorized by the regular standard credential (EC 44454). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s) (EC 44458). Participating districts are public school districts or county offices (EC 44321 and 44452).*
- (20) Submissions for approval must identify the specific districts involved and the specific credential involved. Approved internship programs offer preparation for the following teaching credentials (EC 44431 and 44452).*

*Multiple Subject Teaching Credential*

*Multiple Subject Teaching Credential with a Bilingual Emphasis*

*Multiple Subject Teaching Credential with an Early Childhood Emphasis*

*Single Subject Teaching Credential*

*Single Subject Teaching Credential with a Bilingual Emphasis*

*For initial and continued approval, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.*

- (21) The institution and participating districts must certify that interns do not displace certificated employees in participating districts*
- (22) Where an institution submits a program for initial or ongoing approval, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area is encouraged to submit a written statement to the Commission agreeing or disagreeing with the justification that is submitted.*